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ABSTRACT

A model basic speech communication course is described in this paper, along with guidelines for developing and maintaining a cognitive-basic skills approach to such a course. The course outline describes the university environment where the course is taught; the structure of the department offering the course; the philosophy and course objectives; the faculty and administration of the course; the teaching media, methods, and testing procedures; additional special programs; and the course evaluation procedure. Eight problem areas of course development are discussed, including the initial problem of dealing with the philosophical differences of various faculty members over what should be included in a basic course. Appended are the course guidelines and requirements for the teaching faculty, a listing of the course director's responsibilities, a series of information handouts to use in recruiting students to take the course, and sample evaluation schedules. (AEA)

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A COGNITIVE-BASIC SKILLS APPROACH TO THE BASIC COURSE IN A LARGE PUBLIC UNIVERSITY

by

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(Foreword by Michael Moore, Chairman, SCA Basic Course Committee)

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FOREWORD by

Michael Moore, Chairman
SCA Basic Course Committee

Because the basic speech communication course is conceived and taught in a variety of different ways, the program "Approaches To the Basic Course: Model Programs in the Speech Communication Association," sponsored by the SCA Basic Course Committee at the 1979 SCA Convention, was designed to focus on some of the more successful basic course programs and provide the audience with guidelines for starting or improving their basic course. The program presented four representative basic course programs which are presently being employed in our discipline. Two of the papers, "A Competency Based (Individualized) Approach to the Basic Course in a Small Public University" by Linda and Dick Heun, Northeast Missouri State University, and "A Cognitive-Basic Skills Approach to the Basic Course in a Large Public University" by M. Lee Williams, Southwest Texas State University, have been abstracted for ERIC. The remaining two papers, "An Experiential Approach to the Basic Course in a Large Community College" by Roy Berko, Lorian Community College, and "A Multiple Course Approach to the Basic Course in a Small Private College" by Coleman Bender, Emerson College, are available from the authors.

In an attempt to insure consistency in the content of the papers, each author was provided with a series of items/issues concerning the basic course and asked to address each item/issue in terms of the basic course within their institution. To assist the reader in placing the sections of each paper in a clearer context, the items and issues which the papers address are provided below:

1. The type of university where the course is taught, its history, its philosophy, the type of students attending, etc.

2. The history of the speech department, number of faculty, courses and programs it offers, the enrollment of students in the basic course, and whether the course is optional or required.

3. The philosophy of the basic course in that department, and its general as well as specific objectives.

4. Whether the instructors are full-time faculty or teaching assistants, preparation of teachers, and whether workshops or planning sessions are used.

5. Whether the administration of the course is carried out by a designed director, the role and responsibilities of the director or person in charge, enforcement of policy procedures, and whether a person gets release time to administer the program.

6. Teaching methods including lectures, discussions, exercises, and use of film or video tape.

7. Uniformity across sections taught, common units of study, optional units of study, the time allocated per unit of study, and uniform assignments and/or performances (e.g. speeches, group discussions, interpersonal exercises, etc.) expected of all sections of the course.

8. Testing procedures, including test development, procedures for administering the tests, and test analysis.

9. Use of special programs such as aiding students with severe communication apprehension.

10. Teacher or teaching assistant evaluation procedures.

11. Dealing with special problems such as resistant faculty, resolving whether the course is a "departmental course" or an "individual's course," dealing with the university administration, etc.

12. Attach a copy of the syllabus or course outline and other relevant materials.

A COGNITIVE-BASIC SKILLS APPROACH TO THE BASIC COURSE

IN A LARGE PUBLIC UNIVERSITY

1. University

Southwest Texas State University in San Marcos, Texas was established in 1899 as a state normal school and has grown to be one of the larger universities in Texas. The school was identified as a "teacher's college" until 1959, and in 1969 became a university. In the last five years enrollment has increased 24% and in the Fall of 1978 over 15,000 students were registered. Coordinating Board projections anticipate future growth to about 17,000 students by 1983. Most of the students major in Education (21%) or Business (20%), and in recent years Liberal Arts majors have declined to 10% of the registered majors. One-half of all Southwest Texas students are from either San Antonio, Houston, Austin, or San Marcos, Texas. Only 12% of the students are members of an ethnic minority, and one-third of Southwest Texas State students live at home and commute. The graduate program has experienced recent growth and accounts for about 10% of the students on campus. Approximately 35% of the student population is freshman, with the ACT composite score for new entering freshmen being above the national average for students entering senior colleges with a graduate program.

Southwest Texas State University provides a variety of educational opportunities for students with bachelor degrees in Applied Arts, Business, Creative Arts, Education, Health Professions, Liberal Arts, Occupational Education, and Science. Master degrees are also available in each of these schools; however, there are no Ph.D. programs offered. Quality teaching has been the major priority at Southwest Texas State; however, in recent years more emphasis has been placed on research and scholarly publications. The university experienced dramatic growth during the 1960's (about 1,000 students added each year) from a small college of about 2,000 students to its present size. This growth has created a variety of administrative problems and adjustments for the personnel at the university who have had to make the transition from a small undergraduate teacher's college to a large, multi-purpose university.

2. Speech Communication Department

The Department of Speech Communication and Theatre Arts is under the school of Creative Arts, which also includes the Music Department and Art Department. There are 21 full-time faculty members in the department, with 10 faculty members in the Speech Communication division and 11 faculty members in the Theatre Division. While the department has the title of Speech Communication and Theatre Arts, the two divisions are relatively autonomous, and each has separate curricula and requirements for majors and minors. There are approximately 150 Speech Communication undergraduate majors and minors. The undergraduate program in Speech Communication offers courses in the fundamental of speech communication, business and professional speech, interpersonal communication, small group discussion, public communication, communication theory,

persuasion, argumentation and dabate, organizational communication, political communication, leadership and group communication, general semantics, contemporary strategies in public address, strategic rhetoric, voice and diction, interpretative reading, and oral interpretation. Students may pursue a B.S. in Education degree (first or second teaching field in Speech) or a B.A. degree. Recently an organizational communication internship program under the B.A. degree has been developed to provide an optional program for Speech Communication majors and minors. The department also has an active forensics program which involves students in assorted tournament and festival activities. In addition, the department sponsors four high school/college tournaments/ festivals each year as well as runs a summer workshop.

The Speech Communication division began its graduate program in 1970 and offers courses and seminars in interpersonal communication, small group communication, organizational communication, symbolic processes in communication, empirical research methods, rhetorical theory, twentieth century rhetoric, and several other specialized seminars. The M.A. degree offered in the department is a thesis only program.

All undergraduate students attending Southwest Texas State must take a communication course to satisfy their Academic Foundations requirement. Students in Business, Applied Arts, and Health Professions take the business and professional speech course (Speech 2320), and Science majors take Speech 3351. All other students take Fundamentals of Speech Communication (Speech 1310) which is considered the basic course at Southwest Texas State. Approximately 900 students take this course each semester, and enrollment in this class accounts for about 60% of the students taking speech courses each semester. These three courses (Speech 2320, 3351, and 1310) each deal with basic communication skills; however, the business and professional course and the science majors course are more specialized and are designed with a particular audience of students in mind.

3. Philosophy of Basic Course

The Speech 1310 course is viewed as a basic skills course designed to instill fundamental principles of communication (i.e. cognitive skills) and develop basic communication skills (i.e. behavioral skills) in a variety of communication settings. "Speech" is not viewed simply as a public address presentation but instead is interpreted to mean the use of the vocal mechanism as the primary vehicle of communication employed in a variety of different settings. The four major sections investigated in this "multiple approach" to the basic course are: (1) the communication process, (2) interpersonal (dyadic) communication, (3) small group communication, (4) public communication. The first part of the course considers the general principles of communication and the latter three units deal with specific settings where the principles of communication are applied. (See Appendix A for the general course objectives). Since this is a course which is required under Academic Foundations and since the university expects students who take the course to have basically the same level of skills development after completing the course, Speech 1310 is viewed as a departmental course, not an individual instructor's course. Even though instructors are given some lattitude in how much time they will spend on certain units and which exercises or content material they will emphasize, minimum requirements including assignments, testing, and time spent in each

unit are specified (See Appendix A for more detail).

It is assumed that by the combining of content material, classroom exercises, and a variety of communication encounters (graded and ungraded), the student will not only become more aware of his communication but also learn the basic skills which will allow him to see how to improve. No effort is made to refine these skills even though students are referred to other courses which are specifically designed to provide additional skills development in each of the areas considered in the basic course. It is also assumed that as much as possible the student should have satisfying and rewarding communication experiences in Speech 1310. These experiences reinforce feelings of success and often create a positive communication image which extends beyond the classroom.

4. Faculty Teaching the Basic Course

Over the course of a year, every full-time faculty member in the Speech Communication division teaches at least one section of the basic course. Also, two or three Theatre faculty members with a background in Speech Communication teach the course each semester. The faculty members teaching the course range in rank from assistant instructor to full professor, and they teach about half of the sections taught each semester. The remaining sections are taught by teaching assistants working under the direct supervision of a full-time faculty member (usually an assistant professor). This means that each semester about 10 full-time faculty and about 10 teaching assistants teach Speech 1310.

The academic and teaching backgrounds of those teaching the basic course are varied. The full-time faculty members have considerable experience teaching but many lack information and exercises in areas such as interpersonal communication and the intrapersonal aspects of communication. All are reasonably well prepared to teach small groups and public address however. All the teaching assistants teaching the basic course are graduate students working on their master's degree, and all have an undergraduate Speech Communication degree. Most of the teaching assistants have majored in Speech Communication as undergraduates, but only two or three have any previous experience teaching. Therefore, they are usually knowledgeable of the material covered in the course but lack teaching skills and experience in the classroom.

To help correct some of the content and teaching deficiencies of both the teaching assistants and "needy" faculty members, a day long Speech 1310 workshop is conducted before each Fall semester. A variety of things are discussed at this workshop including the general philosophy of the course, the role and responsibilities of the teaching assistant, content questions about the text and the various units of the course, using and running exercises, testing procedures, and suggestions in grading assignments. These workshops have been very successful in helping teaching assistants formulate a set of expectations about the course and answer some of their questions before the semester actually begins. In addition to the workshop, teaching assistants receive information and training throughout the semester from supervising faculty members who conduct weekly coordinating sessions.

5. Administration of the Basic Course

In August, 1977 the first basic course director was appointed to coordinate the Speech 1310 activities. Before that time the chairman

of the department had informally overseen Speech 1310, but the course lacked uniformity, a clear philosophy, and there was no systematic procedure for reviewing syllabi or centralizing the work of the teaching assistants. Prior to the appointment, the faculty used the same text, but the course had taken many different directions depending on the individual interests of the instructor. Following a series of meetings with the department chairman, the responsibilities of the course director were determined (see Appendix B for these responsibilities). Then a long and often heated series of meetings with the entire Speech Communication faculty were conducted where the philosophy of the course and specific guidelines were discussed. Agreed to decisions were then put in writing and dissiminated to all the faculty with the understanding that these would be the uniform guidelines for the course (see Appendix A for these guidelines). Anytime there were violations of the agreed to standards, the director of the course notified the department chairman who took further action. Meeting the needs of both full-time faculty as well as teaching assistants was difficult enough, but the situation was complicated even more by the fact that the course director was a non-tenured, junior faculty member. Because of these circumstances, the role of the course director was viewed more as a coordinator and implementation officer instead of enforcer.

The normal teaching load at Southwest Texas State is four courses, and initially the course director did not receive any release time. However, the responsibilities of the job have become so demanding that a reduction of one class has been put into effect in Fall, 1979.

In the past the entire 1310 faculty met at least once and often twice a semester to discuss policy and the administration of the course. At present a new policy is being employed where a basic course committee appointed by the department chairman is now responsible for making decisions about the course, amending procedures, and deciding what will be done in the course. This committee has replaced the meeting with the entire faculty; however, committee members work closely with all those teaching 1310 in setting policy.

6. Teaching Methods and Media

Each semester approximately 17 sections of Speech 1310 are offered with about 900 students enrolled. Five of these 17 sections are large sections, enrolling about 110 students per section, and the remaining sections are smaller classes enrolling from 25 to 28 students. All the small sections are taught by a faculty member, with instructors ranging in academic rank from assistant instructor to full professor. The large sections are directed by full-time faculty members (usually assistant professors who have considerable background in teaching the basic course) who are assigned four teaching assistants to work in each large section. The director of the basic course usually teaches two of these large sections. The faculty member teaching the large section has the main responsibilities of lecturing to the large group, coordinating the assignments and activities in the section, and directing the teaching of the teaching assistants. Each teaching assistant is assigned 25 to 28 students from the large section and is responsible for running exercises and evaluating the students' performance in their sub-section. The concept of a large section has worked well. All the students in the large section can be exposed to quality lectures from the professor but receive individualized attention in the smaller groups which have been planned by the lecturer but carried out by the

teaching assistants. This also provides a good quality control measure in terms of the teaching assistants' instruction. The lecturer can directly oversee what goes on in the classroom, give attention to teaching assistants who lack experience teaching and need more direction, but allow experienced teaching assistants more freedom.

Speech 1310 is conceived primarily as a skills-activities course, so a large amount of the class time is spent running exercises which involve students in various communication activities and performances in interpersonal, small group, and public speaking situations. There is some variation from section to section, but all of them spend more time in class activities than in lecturing.

There are a variety of films and video tapes available for use in the course. Listed below are some of the better and more frequently used films:

"The Power of Listening," (color, 16mm film, 26 min., 1978), McGraw-Hill Films, 330 W. 42 Street, New York, 10036

"Communication: The Nonverbal Agenda," (color, 16mm, 30 min., 1975), CRM Films, Thompson-Mitchell and Associates, 3384 Peachtree Road, N.E., Atlanta, Georgia, 30326

"Without Words: An Introduction to Nonverbal Communication," (color, 16 mm film, 23 min., 1977), Prentice Hall Films, Englewood Cliffs, New Jersey, 07632

"I Guess I Got the Job," (color, 16mm film, 13 min., 1975), CRM Films

"The Job Application," (color, 16mm or video tape, 30 min., 1976), Great Planin National Instructional Television Library, Box 80669, Lincoln, Nebraska, 68501

"Meanings Are in People," (color, 16mm film, 22 min., 1965), BNA Incorporated, 9401 Decoverly Hill Road, Rockville, Maryland, 20850

In addition, the department has made video tapes of a model informative speech (5 minutes) and persuasive speech (10 minutes) which instructors have used in the public address section of the course. These speeches were prepared by senior speech students who were active in the forensic program, and the speeches illustrate such factors as speech organization, use of evidence, supporting material, and delivery techniques. Plans are presently under way to video tape group discussions which illustrate various roles played in the group and to use this video tape in the small group discussion section of the course.

7. Uniformity Across Sections of the Basic Course:

The faculty teacing Speech 1310 has agreed to a uniform set of guidelines and information to be included in the syllabi (see Appendix A), but there is no single syllabus or course outline which is given to every student in the course. Each instructor prepares his own syllabus in keeping with the agreed to specifications, and the course director reviews each syllabus before it is reproduced for distribution to the students. The syllabus prepared by each instructor includes the course

attendance policy, the units of study to be covered, a timetable indicating the number of sessions (or weeks) to be spent in the various content areas, a listing of the major assignments in the course and approximate percentages for each assignment, and the office hours of the instructor (see Appendix A for more detail).

Each section of Speech 1310 is required to spend at least two-thirds of the semester in the four core content areas of: (1) the communication process, (2) interpersonal (dyadic) communication, (3) small group communication, and (4) public communication. At the minimum, instructors are expected to spend at least two weeks in each of these areas. Minimum performance assignments are also specified. All students enrolled in Speech 1310 participate in the following: (1) several exercises or activities in interpersonal communication (either graded or ungraded), (2) one graded problem-solving group discussion, (3) one graded informative speech, and (4) one graded persuasive speech. In addition, certain chapters of the text are required reading for all sections of the course, and a departmental mid-term and final exam are given to all sections covering these chapters.

While there are several requirements made on each instructor, he also has several options. Up to one-third of the course can be spent in other content areas of his own choosing. Areas typically pursued are mass communication, organizational communication, job interviews, parliamentary procedure, voice and diction, and oral readings. Also, the instructor has considerable flexibility in selecting exercises and assignments used in the four required content areas of the course. Instructors also have the option of not including any of the "optional areas" but spending their one-third optional time going into more detail in the four required areas.

8. Testing

Students' cognitive skills are measured by two primary means: (1) process papers and (2) exams. A typical process paper would be for the student to analyze an interpersonal or small group encounter observed in the classroom. The paper would not only reveal his knowledge of the concepts but also show how those concepts are applied to an actual observed experience.

A variety of departmental and individually composed exams are given across the semester. Every instructor is required to give a departmental mid-term and final exam covering only those chapters in the text which are required reading. These are multiple choice tests, and the items on the exams are a collection of questions submitted by all those teaching the course. The mid-term (with 50 questions) must count a minimum of 10% of the student's final grade, and the final a minimum of 15%. All exams must count a minimum of 35% of the student's total grade, so that means an instructor has the option of counting the mid-term and final exams more than the minimum or composing his own test(s) to reach the 35% test minimum (see Appendix A for more detail).

All tests use scan-tron score sheets which are a standardized answer sheet marked with a #2 pencil. The department has a grading machine and interface with the university computer facility which makes it very easy to grade the tests and run item analyses. With subsequent testing it has been possible to upgrade the exams and improve the reliability and validity. (For more detail on the use of scan-tron grading, conslult Scan-Tron Corportation, 3718 Black Locust Drive, Houston, Texas 77088, 713-464-5105).

The behavioral skills of the students are measured in the small group discussion assignment as well as the informative and persuasive speeches. It is assumed that only the basic skills will be developed in these in-class graded activities, and further refinement can be acquired by signing up for specialized courses in each of these areas. Some instructors have refined their grading procedure to the degree that students are given specific behavioral criteria for making a grade of A, B, C, etc. on the performances; however, there are no department-wide criteria for grading these assignments.

The only attempt to measure the affective domain is a series of questions on the teacher evaluation form given at the end of the semester. These questions seek to determine how the student felt about the course and how it compared to other courses they have taken at Southwest Texas State.

9. Special Programs:

As a rule, the instructors teaching Speech 1310 are successful in dealing with students who have communication apprehension; however, occasionally students have such deep-rooted fear of speaking that individual attention is necessary. Early in the semester all students in the course are given a notice informing them of a systematic desensitization program in the counseling and guidance center designed for students with communication apprehension. Any student who feels like the public address assignment or any other communication assignment will produce debilitating anxiety is encouraged to enroll in this free program. The systematic desensitization program takes from 3 to 6 sessions (depending on the student) and usually lasts about 2 weeks. Students are exposed to deep muscle relaxation tapes and presented with the hierarchy of anxiety producing communication events. In addition to the systematic desensitization program, another program based on more "insight therapy" is conducted by one of the university counselors. Also the university psychiatrist is available for more extreme cases of anxiety. The Speech Communication Department has not sought to develop its own programs for dealing with communication apprehension but has chosen instead to work closely with existing programs on campus and refer students to these various centers.

Southwest Texas State has a special program known as SLAC (Student Learning Assistance Center) which is designed to help students with a variety of problems. It seeks to assist struggling students who want to improve their academic skills, help incoming freshmen or the older returning student who wants to know more about skills which lead to academic success, and assist the successful student who wants to learn more efficiently. More specifically, it provides help in developing studying skills, reading (critical reading, text book comprehension, speed reading, vocabulary improvement), writing (grammar, spelling, style, research papers), mathematics (arithmetic, algebra, trigonometry), and preparing for exams. It is free and has been very helpful in assisting Speech 1310 students with certain deficiencies which the teacher does not have time to handle in the classroom.

One special program which has been used for several years in the Speech Communication Department is a recruitment effort designed to get Speech 1310 students to enrollin other speech courses or perhaps become a major or minor. A five page packet is prepared for each 1310 student and passed out toward the end of the semester (see Appendix C). On the first page students circle one or two interest areas they have depending on their major, minor, or some other present or future interest. For

each interest area a variety of Speech Communication courses are presented (usually no more than four courses). The student then consults the next two pages of the packet which contain a brief description of the courses in their area of interest and the semester(s) they are taught. The next page contains a schedule of Speech Communication courses for the coming semester, the time and days they are taught, and the instructors. The final page is a pre-registration form which allows the student to pre-register for the course. This assures the student that he is reserved a place in the class, and all he has to do at registration is come to the Speech Communication desk and pick up a registration label. Each 1310 instructor is encouraged to get at least two students to pre-register for another Speech Communication course, and this program has been responsible for two additional Speech Communication courses each semester. This is a very low key piece of "salesmanship" the department sees as a valuable addition. Its success is due greatly to the fact that 75% of the students in Speech 1310 are freshman or sophmores (many of whom are undecided major of minors) who have not received much counseling and who are looking for another course to take.

10. Evaluation

Each faculty member and teaching assistant in Speech 1310 is evaluated by the students in the classroom each semester. This is a departmental requirement. The evaluation questionnaire asks questions about the instructor of the course and a few questions about the course itself (see Appendix D for the evaluation questionnaire.) The main factors of concern in the evaluation of the instructor are the instructor's competence, concern for the individual student, organization, communication of information, enthusiasm, testing procedures, and the clarification of expectations about the course. As a rule the students have evaluated the instructors very highly, and there has been no significanct difference between the evaluation of teaching assistants compared to full-time faculty.

In addition, the faculty members responsible for the large sections of Speech 1310 are evaluated by the four teaching assistants working with him (see Appendix E for the form used). Also, each of the faculty members with a large section evaluate each of the four teaching assistants who worked with him that semester (see Appendix F for the form used) and holds a personal interview with each teaching assistant to give suggestions on how to improve their teaching. There is, however, no formal procedure for faculty members to evaluate the teaching performance of other faculty members teaching 1310.

11. Major Problems

In this section several problems arising in the development and maintenance of the basic course at Southwest Texas State University are presented. Efforts to resolve these problems are also discussed.

(1) The biggest initial problem was dealing with the philosophical differences of various faculty members over what should be included in the basic course. There are a multitude of possible approaches ranging from in-depth skills development in public address to a general introduction to communication in a variety of communication arenas. Should voice and diction be taught, does oral interpretation have a place in the basic course, should interpersonal communication be approached as a teaching method or a content area, or should the basic

course focus more on cognitive skills as opposed to behavioral skills? These were questions we had to discuss and resolve. The real question at issue here was whether the basic course is a departmental course or an individual instructor's course. If it is a departmental course no instructor has the right to do just as he pleases, but must work within the confines of the decisions made by the Speech 1310 teaching faculty, course director, and departmental chairman. If this philosophy is clearly stated by the chairman and director of the course, individual variations can be controlled, thus helping create this uniformity. Decisions which were reached by the faculty were put in writing and circulated to everyone on the faculty. This not only clarified what had been decided but provided a permanent record used to enforce the policies which were created.

Speech 1310 accounts for about 60% of the students taking speech classes, and to lose this course would mean the loss of graduate teaching assistants as well as reduced revenue to the department. Since it is a requirement under Academic Foundations, and since the administration places a priority on some degree of uniformity in Academic Foundation courses, it was manditory for the faculty to accept Speech 1310 as a departmental course. Even though some faculty protested, it was explained that since the course was our "bread and butter," other courses would not be possible if we did not have 1310. To experience the self actualization of teaching upper division and graduate courses (which are conceived much more as individual instructor's courses) the faculty was encouraged to put aside individual differences concerning the basic course and to do whatever was necessary to keep this course within the guidelines of Academic Foundations. Our department has come a long way on this issue, and today there seems to be considerable agreement that Speech 1310 is best viewed as a departmental instead of individual instructor's course.

(2) About one-half of the sections of Speech 1310 are taught by full-time faculty and one-half by teaching assistants. This hampers the director of the course since each group has such diversely different needs and expectations. Many full-time faculty resent being told anything about how the course should be taught, while most teaching assistants are anxious about not knowing what to do and want considerable direction. Also, each group has different teaching experience backgrounds. This difficulty has been lessened somewhat by dealing with the full-time faculty with a completely different approach from the one used with teaching assistants. Workshops and teaching assistants' meetings have been used to give directives as well as policy about the course. Little rationale is necessary, and most of the teaching assistants are satisfied with this straightforward "how-to-do-it" approach. With faculty members, however, a much more individualized, personal conference approach is needed to deal with the specific questions and differences held by the respective faculty members. Many faculty members resisted much of the initial standardization in the course, but the differences were often reduced following individual discussion sessions with the director of the course who spent much time explaining the reasoning behind certain policies. This ultimately is the key to effectively dealing with faculty members who are not accustom to following departmentally determined course objectives and activities. General faculty meetings are usually ineffective and often create more hostility than uniformity. The primary reason for departmentally accepted guidelines is due to one-on-one sessions which dealt specifically with issues of rationale and answered the instructor's questions. Many of these per-

sonal encounters took place when the director reviewed and commented on the course syllabi with the individual instructor. Misunderstandings and differences could be specifically dealt with during these sessions.

(3) The limited time available to cover the diversified material in the course often is frustrating. It is difficulty to teach a basic course such as this one which covers a variety of communication settings, dealing with both cognitive and behavioral skills development. Also, instructors are often frustrated with dealing just with the basics instead of moving toward more refinement of skills. One way to cope with this frustration is to provide the instructor with diversified teaching responsibilities or upper division courses which assume basic skills and can seek higher performance levels.

(4) Clarifying what is taught in the Speech Communication Department, and specifically in Speech 1310, to other faculty members in the university has always been a problem. Since we are in the School of Creative Arts with Art, Music, and Theatre, there is often the assumption that we are just performance oriented, dealing only in the art of public address. To help our image problem, members of the Speech Communication faculty were assigned key faculty members in other departments on campus to talk to them about Speech 1310 and our program. This proved very effective in getting out the word about our department as well as collecting information on other programs on campus.

(5) The first director of Speech 1310 was a non-tenured, junior faculty member. Such credentials would have been fine if the director were working just with teaching assistants, but there were major limitations in dealing with tenured, higher ranking professors teaching the course. The status gap does make a difference when it comes to working with full-time faculty, and for best results the director should at least be on an equal level with the teaching faculty. Under the circumstances at Southwest Texas State, the course director could operate strictly as an implementation officer and coordinator, but any enforcement or power move had to come from the chairman.

(6) The manner in which decisions are made about what happens in the basic course is a very important administrative concern. Initially all the 1310 teaching faculty joined together to make content, policy, and procedural decisions. This was good in the sense that it allowed all the faculty to express their feelings and provide input on what the course should be. However, it also proved to create a series of tedious, tension filled encounters where very differing positions surfaced. Often, time was wasted and resentment developed. Hidden agendas frequently hampered subsequent meetings where certain individuals refused to accept decisions agreed to by the majority and persisted in the advocacy of a minority opinion. While it was probably good to have the entire faculty meet in the initial decision making, the logistics of working as a committee of the whole eventually became tiresome. More recently, a basic course committee has been appointed by the department chairman to make decisions on the course and how it should be taught. Chairing the committee is the director of the basic course and the other four members are 1310 faculty. This committee will work closely with all those teaching the course, but their decisions will be the policy followed by the entire 1310 faculty.

(7) Since about half of the students taking Speech 1310 are taught by teaching assistants, it is important that these graduate students get quality supervision before they enter the classroom. As mentioned earlier in this paper, four teaching assistants are assigned to assist

a faculty member who has a large section containing about 110 students. (Five large sections are taught each semester.) Each faculty member teaching the large sections is responsible for working with his teaching assistants, preparing them to run exercises, doing mini-lectures, grading assignments, and carrying out other class activities. Weekly coordinating meetings are held with the teaching assistants to plan for the coming week, and the teaching assistants are given much or little supervision depending on their background and needs. This arrangement has worked very well, and it has provided more individual attention than having the director of the course work with all the teaching assistants. Usually each teaching assistant works with two different coordinating faculty members (i.e. two different large sections of 1310), and this exposure to differing approaches and classroom activities has also benefitted the teaching assistant.

(8) Speech 1310 was initially standardized by requiring all instructors to teach certain chapters from the same text, with the same midterm and final exams being given to all sections. This unified the course around the text, thus creating some communality in cognitive objectives. There were, however, no standardized behavioral activities other than the general guidelines of several interpersonal exercises, a problem-solving group discussion, an informative speech, and a persuasive speech. More recently, efforts have been made to create a more uniform set of behavioral goals. Plans are underway to outline the major topic areas in each unit of the course and to generate a series of exercises or activities the individual instructor could select for use when teaching that topic area. For example, in the interpersonal unit for the topic area of "trust," there would be four possible exercises, and the instructor would choose at least one to use in his section. This procedure would generate a common core of behavioral activities yet allow the instructor some flexibility in teaching his own section of the course.

Appendix A

Speech 1310 Guidelines and Requirements

(September, 1979)

Included below are a variety of issues all Speech 1310 instructors should know about the course and adhere to. This material is based on the faculty discussions conducted initially in the Spring of 1976 as well as adjustments made as a result of subsequent faculty meetings.

1. General Course Objectives- Listed below are the general objectives of Speech 1310. Individual faculty members are strongly encouraged to clarify these objectives to their students early in the semester or perhaps formulate more specific behavioral objectives which could be made available to the student.

    1. To assist students in developing an understanding of the process of communication.

    2. To assist students in their abilities to diagnose and interact effectively in interpersonal situations.

    3. To assist students in their abilities to diagnose and interact effectively in small, decision-making groups.

    4. To develop the students' abilities to prepare and present a limited range of public speeches, including work on:

        a. Speech organization.

        b. Preparing and presenting the informative speech.

        c. Preparing and presenting the persuasive speech.

2. Core Content Areas- The following core content areas are required in all sections of Speech 1310. Coverage of this material (by means of lectures, exercises, activities, etc.) should represent at least 2/3 of the semester. A minimum of two weeks should be spent in each content area.

    1. The Communication Process (dealing with topics such as an Introduction to Speech Communication, Communication Models, Symbolization, the Processing of Information, Dealing with Communication Problems, etc.)
    2. Interpersonal Communication (dealing with topics such as Self-Concept, Interpersonal Perception, Self-Disclosure, Trust and Defensiveness, etc.)
    3. Small Group Communication (dealing with topics such as Problem-Solving, Roles and Norms, Leadership, Interdependence, Conflict, etc.)
    4. Public Communication (dealing with topics such as Organization of Material Audience Analysis, Evidence, Dispensing Information, Persuasion, etc.)

3. Core Reading Assignments- The following chapters in Communicating by Taylor et. al, are required reading for all sections of Speech 1310--Ch. 1-4, 6-10, 13,&14.

4. Core Performance Assignments- By the time he/she completes the Speech 1310 course, each student enrolled will have completed the following minimum performance assignments.

    1. Participate in some exercise or activity in interpersonal communication (may be graded or ungraded)
    2. Participation in one problem-solving group discussion (graded)
    3. Presentation of one informative speech (graded)
    4. Presentation of one persuasive speech (graded)

While all 1310 instructors are "required" to have a small group problem solving discussion, one informative speech, and one persuasive speech, students who choose not to participate in these activities are not necessarily failed. If they do not do one or

several of these performance assignments (with a grade of zero) but still have high enough grades on other assignments, they may pass the course. However, if the instructor discovers that the student's reason for not attempting these assignments is due to speech anxiety, a special effort should be made to help these students confront and move toward resolving this problem. This could mean giving the speech to a small audience, teaching assistants, the instructor alone, etc. Another option would be to give the student an"I" and require him to go thru the systematic desensitization program provided by the Counseling and Guidance Center. Students with anxiety problems should not be allowed to go thru the course and not do certain assignments due to their fear of communicating, and instructors should use their best judgment in dealing with these individual cases.

5. Core Testing- All Speech 1310 students will be expected to take two departmental exams which will be multiple choice in nature. Scan-tron score sheets will be used on both of these tests, and students are expected to provide their own score sheets (form 882 or 882n).

The mid-term exam will cover Chapters 1-4, 6-8 (questions organized by chapter) and at a minimum account for 10% of the students total grade.
All departmental mid-term exams will be administered in a 1½ week time period sometime in the 7th or 8th week of the semester. All make-up exams should be completed by the end of the 9th week, and all scan-trons turned in for purposes of doing the data analysis by the 10th week of the semester.

The final exam will also be multiple choice in nature and will cover Chapters 1-4, 6-10, 13 & 14. Emphasis will be placed on the small group and public address chapters. This final exam at a minimum should account for 15% of the students total grade.

All exams (which includes departmental and individually composed tests if the instructor chooses to create additional exams for his/her section) will count a minimum of 35% of the student's total grade.

Preliminary drafts of the departmental mid-term and final exams will be prepared in advance of the test dates. One week will be set aside for faculty to review the test before the final copy is prepared.

6. Use of 1310 students for Research Purposes- Speech 1310 instructors are encouraged to cooperate with faculty and graduate students seeking to use 1310 students for research purposes. The amount of time students will be used for such research will be recorded by the Director of 1310, and graduate students or faculty requesting students must contact the individual instructors well in advance so arrangements can be made to use the students.

7. Helping students with Speech anxiety- A notice informing Speech 1310 students of the systematic desensitization lab for speech anxiety run by Tom McGee in the Counseling and Guidance Center will be circulated after the departmental mid-term exam.

8. Teacher Evaluation and Pre-registration of 1310 Students for Other Speech Courses- Toward the end of the semester all 1310 instructors need to allow class time for the teacher evaluation as well as the pre-registration of students in their section for other speech courses. These two activities do not necessarily occur on the same day, but teachers need to be sure to allow enough time in class for these two important activities. Distribution of pre-registration materials will be passed out shortly after mid-semester. It should also be noted that in the large sections of Speech 1310, the teaching assistants are evaluated on the teacher evaluation, not the directing professor.

9. Optional Content Areas- In addition to the Core Content Areas of Speech 1310 (accounting for 2/3 of the course), the instructor will spend the remaining 1/3 of the semester in the Optional Content Areas. There are two types of optional material: (1)an expansion of the information contained in the core content areas or (2) new subject material not contained in the core content areas. Material which is included under Optional Content Areas may be covered in some sections of 1310 but omitted from other sections. Optional Content Areas may be added to the Core Content Areas at appropriate points during the semester. New subject material which may be included under Optional Content include topics such as:

    1. The Vocal Mechanism
    2. Pronunciation and Speech Sounds
    3. Parliamentary Procedure
    4. Oral Reading
    5. Mass Communication
    6. Communicating in the Family
    7. Communicating at Work

10. Course Attendance Policy- There is no official university attendance policy; however, the university does require that "at the initial class meetings, each faculty member will inform students of the absence policy for that course." There is no single attendance policy for all 1310 sections; however, due to the nature of the course which places considerable emphasis on behavioral and affective skills, it is important that regular attendance be encouraged. It is mandatory that all 1310 instructors take attendance daily and keep a record of absences. Presented below is the general attendance policy all 1310 instructors should conform to in creating your own attendance policy.

    An absence is defined as non-attendance of 50 minutes of class; hence, missing one day in a Tuesday-Thursday class constitutes 1½ absences. Students should not be excessively penalized for their first 3 course absences (that is, should not receive a numerical grade less than 90 or an alphabetical grade less than A- for the third absence). However, make-ups for daily assignments or performance assignments missed during such absences are permitted solely at the discretion of the instructor. It should also be noted that these first 3 absences are not "free cuts", but should be interpreted as allowances for sickness, emergencies, or unusual circumstances which occur across the semester.

    A student who accumulates 9 absences (translated to 6 absences on a Tuesday-Thursday schedule) will automatically fail the course or will be encouraged to drop the course. Students with exceptional cases, however, will be given special consideration and dealt with on an individual basis. Finally, it should be assumed that every 1310 instructor will take attendance on a regular basis, preferably every class period.

    Specific absence policies should be written and distributed to students in each section of the course, and two copies of each absence policy statement should be filed with the Department Chairman.

11. Speech 1310 Course Syllabus- All 1310 instructors are expected to pass out a syllabus the first or second day of class. Included in the syllabus should be the following:

1. Attendance Policy. Consult the 1310 departmental attendance policy to be sure your policy complies with the departmental guidelines.

2. Units of Study. Include the 4 core content areas (i.e. communication process, interpersonal communication, small group communication, and public communication) plus any optional material you have added.

3. Approximate Timetable. Indicate the approximate amount of time you will spend in each unit of study. This does not need to be detailed to the day necessarily, but an indication of the number of weeks will be fine.

4. Basis for Evaluation. Indicate the major assignments students can expect in the course for which a grade will be given (e.g. group discussion, speeches, tests, etc.).

5. Approximate Percentage of Each Assignment. Indicate the approximate percentage of each activity or assignment for which a grade will be given. Flexibility can be written into the policy by qualifying that the stated percentages are within 5% (either direction) of the actual percentage that will be used.

6. Office Hours. Every instructor should include on the syllabi his/her name,office number, departmental phone number, and the office hours of the instructor (or a space where such hours could be written in by the student). For large sections of 1310 it is suggested that the office hours and room number of the T.A. be included instead of those of the lecturer.

Appendix B

Responsibilities of the Speech 1310 Course Director

1. Determines, with appropriate involvement of affected faculty members, any changes in coursewide standards (general attendance requirements, minimum number of performance assignments, core content areas, general testing requirements, etc.)

2. Determines, in conference with the Department Chairman, the teaching assignments for Instructional Laboratory Assistants assigned to Speech 1310.

3. By mid-summer each year, establishes contact with Instructional Laboratory Assistants assigned to Speech 1310.

    a. Disseminates course materials (textbook and instructor's manual, resource materials, etc.)
    b. Provides information about the responsibilities of teaching assistants.
    c. Provides available information about teaching assignments.
    d. Provides information about dates for training program schedule.

4. Plans and coordinates training program for new faculty and Instructional Laboratory Assistants assigned to Speech 1310.

5. Serves as implementation officer for the Departmental Speech 1310 syllabus.

    a. Reviews syllabi submitted by faculty assigned to teach Speech 1310 to assure that the planned course meets the minimal instructional objectives which have been set by Departmental faculty (minimal performance assignments, coverage of the core content areas of the course, etc.). In cases where minimal objectives are not met, works with involved faculty member to develop an appropriate syllabus.
    b. Disseminates general course materials (textbook, instructor's manual, etc.).
    c. Assists faculty members teaching in Speech 1310 in discovering or developing activities which are appropriate to the instructional objectives of the course. (Of course, preparation of materials for individual sections remains the responsibility of each instructor.)

6. Develops and prepares Departmental mid-term and final examination and other general examinations (if any) for Speech 1310.

    a. Conducts validation research on the examinations.
    b. Develops procedures for maintaining security in the distribution of examinations.

7. Establishes, in conference with the Department Chairman, and chairs a committee to review the course textbook on at least a semi-annual basis.

Appendix C

Recruitment Packet

Interest Areas

Depending on your Major, Minor, or area of interest, the following Speech Communication Courses are specifically suggested for your consideration. Circle the one or two areas which interest you the most and inspect the suggested Speech Communication courses. Consult the "Speech Communication Courses" sheet for more detail about the courses.*

1. Undecided Major, Undecided Minor, or need an Elective Course - Group Discussion (2330), Interpersonal Communication (1315), General Semantics (3317)

2. Journalism- Voice and Diction (1340), Interpersonal Communication (1315), Persuasion (4331), Strategic Rhetoric (4314)

3. Political Science or Pre-Law - Argumentation and Debate (2325), Persuasion (4331), Public Communication (3338), Organizational Communication (3319), Strategic Rhetoric(4314)

4. Social Sciences (Psychology, Sociology, Social Work)- Group Discussion(2330), Persuasion (4331), Communication Theory (3327), Organizational Communication (3319), Strategic Rhetoric (4314)

5. English- Voice and Diction(1340), Interpretative Reading(3315), Advanced Oral Interpretation(4330), Argumentation and Debate(2325), Political Communication(4345)

6. Education - Group Discussion(2330), Interpersonal Communication(1315), General Semantics (3317), Organizational Communication(3319)

7. Public Relations- Group Discussion(2330), Interpersonal Communication(1315), Leadership and Group Communication(4347), Persuasion(4331), Public Communication(3338), Organizational Communication(3319)

8. Preaching- Group Discussion(2330), Public Communication(3338), Persuasion(4331), Voice and Diction(1340), Interpretative Reading(3315)

9. Health Sciences or Home Economics- Group Discussion(2330), Interpersonal Communication (1315), General Semantics(3317), Organizational Communication(3319)

10. History- Political Communication(4345), Strategic Rhetoric(4314), Contemporary Studies in Public Address(4313), Argumentation and Debate(2325)

11. Creative Arts(Music, Art, Drama)- Voice and Diction(1340), Interpretative Reading(3315), Advanced Oral Interpretation(4330), General Semantics(3317)

12. Law Enforcement- Group Discussion(2330), Interpersonal Communication(1315), General Semantics(3317), Public Communication(3338), Persuasion (4331)

13. Physical Education- Group Discussion(2330), Interpersonal Communication(1315), General Semantics(3317), Public Communication(3338)

14. Business- Group Discussion(2330), Interpersonal Communication(1315), General Semantics (3317), Organizational Communication(3319), Leadership and Group Communication(4347)

15. Natural Sciences or Physical Sciences- Group Discussion(2330), Speech Communication for the Sciences(3351), General Semantics(3317), Communication Theory(3327)

* If you are interested in becoming a Speech Communication Major or a Speech Communication Minor, talk to your instructor or the Department Chairman in Room 101 about the program.

Speech Communication Courses

In addition to the fundamental course (Speech 1310), the Speech Communication Department offers a variety of different types of courses which could benefit the student, regardless of his major or minor. These courses have been divided into two general areas: (1) Skills Directed Courses-designed to develop specific behavioral skills and (2) Principles Directed Courses-designed to analyze various dimensions of communication for the purpose of acquiring principles of communication and cognitive information. Listed below are courses which could be taken in the department as electives or applied toward a major or minor in Speech Communication. You will find the program to be a flexible one which can be adjusted to deal with your individual needs. (In addition to registration at the beginning of each semester, any student may preregister for any course offered in the department by coming to Room 101 in the Speech-Drama Center.)

Skills Directed Courses:

1. Group Discussion(2330) (Fall, Spring)- A study of communication in the small group including analysis of the influence of group structure, norms, rules, leadership, and climate on group processes. Special emphasis is placed on problem-solving discussion and decision-making as a result of interaction with others.

2. Interpersonal Communication(1315) (Fall, Spring)- Investigates face-to-face interactions in an effort to develop a better awareness of self and improve relationships with others. Topics of concern are perception of others, attraction, rules of two-person communication, trust, competition, and nonverbal communication.

3. Argumentation and Debate(2325) (Fall, Spring)- A study of basic principles of argumentation emphasizing analysis, evidence, reasoning, and refutation as they are applied in formal and informal debate contexts. Students can do laboratory work with the University forensics squad and gain experience in the devising and presenting of arguments on contemporary issues. The course is especially helpful in developing research, organization, and listening skills.

4. General Semantics(3317) (Fall, Spring)- Emphasizes self-awareness, self-expression, and an understanding of others. Man's reaction to symbols is explored together with the work in General Semantics and transactional analysis so as to give the student an insight into self.

5. Public Communication(3338) (Fall)- A performance course designed to improve skills in the creation and presentation of a variety of different types of speeches. Attention is given to the development of public speaking skills.

6. Voice and Diction(1340) (Fall, Spring, Summer)- The human voice and the sounds of speech are investigated. The student's own voice and pronounciation will be the primary concern, using practice sessions to develop more acceptable patterns of voice and sound.

7. Interpretative Reading(3315) (Fall, Spring, Summer)- Studies the techniques of the oral interpretation of poetry with an emphasis on performance. (Prerequisite: Speech 1340 or consent of the instructor)

8. Advanced Oral Interpretation(4330) (Spring)- Investigates the performance of literature including short stories, prose, and dramatic literature. Emphasis is placed on the study of literature through performance. (Prerequisite: Speech 3315 or consent of the instructor)

Principles Directed Courses

1. Persuasion(4331) (Fall, Spring)- Explores the consumption as well as generation of messages. Behavorial theories of persuasion are analyzed and their application in interpersonal, public address, and mass media arenas. Topics of special concern include advertisement appeals, sales techniques, and devising persuasive campaigns.

2. Strategic Rhetoric(4314) (Spring)- A study of social movements in contemporary America such as the Black, Chicano, and Women's movements. Emphasis is placed on groups, leaders, activities, and communication strategies used to accomplish group goals.

3. Leadership and Group Communication(4347) (Spring)- An advanced course in group communication designed to examine in detail the phenomenon of leadership in groups. Various approaches to group leadership are surveyed as well as methods of leadership training. (Prerequisite: Speech 2330 or consent of the instructor)

4. Organizational Communication(3319) (Fall, Spring)- Reviews and applies communication research by exploring the flow of messages in organizations, formal and informal communication, conflict, communication networks, management, and satisfaction in organizations. An effort is made to understand organizations from a communication point of view, with emphasis placed on improving skills in planning and managing communication within the organization.

5. Communication Theory(3327) (Fall, Spring)- Takes a behavioral science approach to the study of human communication with emphasis on speech communication. Models of communication, theory and recent research from a variety of different disciplines are examined in an effort to describe our communication behavior.

6. Political Communication(4345) (Fall)- Speech making as a force in American political and intellectual history are investigated. Selected speakers or movements from 1600 to the present are analyzed and evaluated.

7. Contemporary Studies in Public Address (4313) (Summer)- Considers special topics of current interest. In election years the topic will be campaign speaking. In other years the topic may include labor movements, social movements, etc. Topics for study will be announced before registration.

Schedule of Speech Communication Courses

Semester	Title	Number	Section	Time	Day	Room	Teacher
Summer I 1979	Interpersonal Communication	1315	001	9:10-10:40AM	M-F	SDC 110	Salem
	General Semantics (taught first 3 wks.)	3317	001	12:30-3:20 PM	M-F	SDC 100	Porter
	Communication Theory	3327	001	7:30-9:00 AM	M-F	SDC 106	Williams
Summer II 1979	Voice & Diction	1340	001	7:30-9:00 AM	M-F	SDC 209	Schilling
	Interpretative Reading	3315	001	9:10-10:40AM	M-F	SDC 209	Schilling
Fall 79	Interpersonal Comm.	1315	001	12:30-1:50PM	TTh	SDC 110	Salem
	Voice and Diction	1340	001	9:00-9:50 AM	MWF	SDC 209	Schilling
		1340	001 Lab	8:30-9:30 AM	TTh	SDC 209	Schilling
		1340	002	1:00-1:50 PM	MWF	SDC 209	Schilling
		1340	002 Lab	1:00-2:00 PM	TTh	SDC 209	Schilling
	Argument & Debate	2325	001	12:30-1:50PM	TTh	SDC 201	Greenstreet
			001 Lab	2:00-4:00	W	SDC 201	Greenstreet
	Discussion	2330	001	8:00-8:50AM	MWF	SDC 110	Edwards
		2330	002	11:00-12:20	TTh	SDC 108	Edwards
	Interpretative Reading	3315	001	10:00-10:50	MWF	SDC 209	Schilling
	Organizational Communication	3319	001	12:30-1:50 PM	TTh	SDC 106	Williams
	Communication Theory	3327	001	8:00-9:20 AM	TTh	SDC 104	Williams
	Public Communication	3338	001	1:00-1:50 PM	MWF	SDC 110	Fitch
	Strategic Rhetoric	4314	001	10:00-10:50AM	MWF	SDC 100	Benjamin
	Persuasion	4331	001	9:00-9:50AM	MWF	SDC 104	Williams

Fill out, in full, the "Personal Copy" and the "Departmental Copy" of the Pre-registration form. Turn in the "Departmental Copy" to your Instructor or the Speech office (Room 101), and keep the "Personal Copy" as a reminder of the course(s) you pre-registered for.

PERSONAL COPY

PRE-REGISTRATION
(For Speech 1310 and 2320 Students Only)

Name_____ Social Security # _____

Major_____ Minor_____ For:(circle one) S I, 1979 S II, 1979 Fall, 1979
(put "undecided" if you are not sure)

Your 1310 or 2320 Instructor_____ Date_____

At registration the course label(s) for the course(s) you pre-registered for will be held for you at the Speech and Drama table. Be sure to pick up your label(s) at the line marked "Pre-registration". If you do not claim your label(s) on the day you are scheduled to register, we will give your label(s) to someone else.

Course Number	Section	Class Time	Teacher
Speech			
Speech			
Speech			

****

DEPARTMENTAL COPY

PRE-REGISTRATION
(For Speech 1310 and 2320 Students Only)

Name_____ Social Security #_____

Major_____ Minor_____ For:(circle one) S I, 1979 S II, 1979 Fall, 1979
(Put "undecided" if you are not sure)

Your 1310 or 2320 Instructor_____ Date_____

At registration the course label(s) for the course(s) you pre-registered for will be held for you at the Speech and Drama table. Be sure to pick up your label(s) at the line marked "Pre-registration". If you do not claim your label(s) on the day you are scheduled to register, we will give your label(s) to someone else.

Course Number	Section	Class Time	Teacher
Speech			
Speech			
Speech			

Appendix D

Evaluation Questionnaire

Students indicate their degree of agreement with each item as: strongly agree (5), agree (4), neutral (3), disagree (2), and strongly disagree (1).

Items 1-20 Apply to the Instructor

1. demonstrates competence and knowledge of the subject matter
2. seeks and is accepting of individual thoughts from students
3. is well organized and prepared for class
4. uses language well and communicates clearly
5. is enthusiastic in presenting course material
6. designs tests which are fair
7. has clarified early in the semester what I can expect to happen in this course
8. compared to other instructors I've had at SWT, he/she is a good teacher overall
9. appears to be up to date on the material he/she is teaching
10. has a clear objective and purpose for each class session and does not get side tracked
11. demonstrates interest, concern, and respect for the student as an individual
12. uses sufficient examples and illustrations to clarify the material
13. gives tests which seem to be a valid measure of what students have learned in the course
14. demonstrates enthusiasm about teaching this course
15. has made clear the purposes of the course, the assignments, and class activities
16. expects a lot out of his/her students
17. recognizes individual needs
18. makes sense out of what goes on during the class session to the students
19. has done what he/she indicated would be accomplished in this course
20. is a teacher whom I would recommend to my friends

Items 21-23 Apply To The Course and Teacher Evaluation Process

21. Compared to other courses I've taken at SWT, in general I'd say that this was a good course.
22. This was a good teacher evaluation questionnaire. It asked the kinds of questions which allowed me to express how I feel about the teacher's performance in this course.
23. I do not think student evaluations of their teachers is very important and view the evaluation process as a waste of my time.

Appendix E

Teaching Assistant's Evaluation of Their Lecturer

Make all your responses on the score sheet provided for you and use a soft lead pencil. Please do not sign your name since we want an anonymous and honest response from everyone.

Respond to items 1-31 in the following manner:

A - strongly agree
B - agree
C - neutral
D - disagree
E - strongly disagree

GENERAL QUESTIONS ABOUT THE COURSE

1. Compared to other service courses I know about, in general I'd say that this was a good course.

2. In general, I consider the material presented in this course to be very important to the education of the students.

3. I found the text (not the way the lecturer used it) to be good for this course.

APPLY TO YOUR LECTURER. Respond to:

The Lecturer for the large section of 1310 (or 2320):

4. Demonstrates knowledge and competence of the subject matter taught in the four major units of the course (communication process, interpersonal, small groups, and public address).

5. Made clear early in the semester what was expected of me as a T.A. and what I was supposed to do.

6. Demonstrates interest, concern, and respect for the student as an individual.

7. Has clear objectives and purposes for each class session and does not get side tracked.

8. Uses language well and communicates clearly in the classroom.

9. Makes what goes on during the class session make sense to the students.

10. Appears to be up to date on the material he/she is teaching.

11. Is enthusiastic in his/her lecture presentations.

12. Has helped me as a teacher by giving me suggestions on how to evaluate student performances and graded assignments (e.g. written, oral, tests, etc.)

13. Graded work (excluding the departmental mid-term and final) seems to be a valid measure of what students have learned.

14. Uses sufficient examples and illustrations to clarify the material to the students.

15. Is a good lecturer in the large section of 1310 (or 2320).

16. Provided sufficient structure for me in teaching this course.

17. Is a teacher whom I would recommend to students.

18. Compared to other 1310 (or 2320) instructors who have large sections in our department, overall is a good teacher.

19. Seeks and is accepting of individual thoughts from students.

20. As a coordinator of the course, is willing to meet with me in his/her office to discuss course assignments or any problems I've had in teaching this course.

21. Demonstrates enthusiasm about teaching this course.

22. Has made clear to the students the purposes of the course, the assignments, and classroom activities.

23. Exhibits effective and proper speaking techniques (such factors as volume, tone, rate of speech, articulation, etc.)

24. Has provided a sufficient number of exercises or class activities for me to use in teaching the course.

25. Is well organized in his/her presentation of material and is prepared for each lecture.

26. Uses weekly T.A. meetings to clarify material and plan for future class sessions.

27. The percentage of each graded assignment (in terms of the final grade) was fair to the students.

28. Clarified early in the semester what students could expect to happen in the course.

29. Demonstrated interest and concern for me as a teaching assistant.

30. Overall, I enjoyed working as a T.A. under the direction of this instructor.

31. This is a good teacher evaluation questionnaire. It asked the kinds of questions which allowed me to express how I feel about the instructor's performance this semester.

Any item(s) which you felt were vague, unclear, or unfair, please put the number of that item(s) under the space marked "Name" on the Scan Tron answer sheet.

Appendix F

Progress Report of Speech 1310 Teaching Assistants

(This form should be completed by the lecturers in charge of the large sections of Speech 1310 and returned to the Director of Speech 1310 at the end of each semester.)

Teaching Assistant _____

Directing Professor _____

Course and Section _____

Semester Evaluated _____

This form has 2 functions: (1) The form should be completed by the directing professor and will be put on file as a record of the teaching assistant's progress in teaching. Circle either G (good), NI (needs improvement), or UO (unable to observe) for each of the categories presented below. If the directing professor feels that the T.A. is "excellent" in certain categories, that should be noted. Comments are encouraged, especially if a "Needs Improvement" response is given. (2) The categories listed below may be used in a private interview between the teaching assistant and directing professor. Favorable as well as unfavorable comments should be made; however, every category need not be addressed in the interview.

1. Overall competence in the various content areas -- G NI UO
2. Execution of exercises and class activities -- G NI UO
3. Grading (ability to objectively discriminate across students) -- G NI UO
4. Physical appearance and manner in classroom -- G NI UO
5. Relating of material to the students -- G NI UO
6. In the presence of students, supports directing professor -- G NI UO
7. Preparation before class and organization of materials -- G NI UO
8. Present and on time for class sessions -- G NI UO
9. Recordkeeping (grade book) -- G NI UO
10. Student-teacher relationship -- G NI UO
11. Student counseling and advisement -- G NI UO
12. Dealing with problem students -- G NI UO
13. Participation in weekly teaching assistant's meetings -- G NI uo
14. Helps prepare class materials and assists directing professor -- G NI UO
15. Interest and enthusiasm about teaching -- G NI UO
16. Other observations and comments -- G NI UO